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AND
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THE SCHOOL SYSTEM OF CONNECTICUT.

A DECADE of years has hardly passed since Connecticut imitated the policy of grading her Schools, adopting the system established, some years previously, by the State of Massachusetts.

The plan of grading must, of necessity, be restricted to cities and villages, as its adoption would be impracticable in thinly populated districts.

This innovation upon the time-honored method of conducting schools, by means of school societies, districts, committee, etc., was looked upon with suspicion by the staid yeomanry of the commonwealth.

With reluctance, the old society boundaries were annihilated, and each town invested with power to regulate its schools according to its own pleasure. Quite noiselessly in a few of the larger towns did the work of systematizing go on. Old prejudices had to be combated. Stereotyped customs and usages had to be encountered and extirpated. The prevailing opinions of by-gone days had to be met in a conciliatory manner and in a spirit of compromise. And thus, little by little, these conflicting opinions and interests

were made to harmonize, and prejudices and objections were deracinated.

The work went on. Old school-houses were demolished. New and more commodious ones were erected.

From the groups of little boys and girls the Alphabetians were selected, and placed by themselves, constituting the PRIMARY DEPARTMENT; and as this underlies the whole educational fabric, it must of course occupy the basement story.

The next department was called the Intermediate department, embracing pupils more advanced than those in the rudiments, and occupying the first floor of the new edifice.

Time and experience soon discovered that a Middle department was called for. This was duly inaugurated as belonging to the grand superstructure.

The next department was styled the Grammar department, which occupied the upper story of the edifice. The practical working of the system soon showed the need of a branch primary, branch intermediate and branch grammar departments. In the larger places where the number of children would warrant, a school of a still higher grade was demanded; and hence the high school, with its characteristic privileges, *donned* the educational superstructure. How grand! How imposing! How proportionate this temple of learning!

Let it stand as a monument to the wisdom of the present day, and a harbinger of future intellectual triumphs!

This system founded, as it is, in the very laws of educational progress, and based, as an *economizer* upon the acknowledged principles of political economy, has yet to encounter, we regret to admit, much opposition.

There is a class of individuals who regard the system as utopian—good to look at, but a failure in its working.—expensive in its operations and returning a poor equivalent for the outlay.

Others look at in directly the opposite light. They regard the system as a good one, well calculated to educate all, and at an economical expense; but their hostility arises from the fact that it educates *too much*.

"No need, say they, of so much education. It unfits young men and young ladies for the common business of life;" "they become egotistical and haughty, and look down upon labor as disreputable;" "and hence will try to obtain their living by their wits." They forget that a well-educated mechanic honors and elevates his trade; and if all were educated there would be no *common* industrial pursuits. Each would be elevated and entered upon as eagerly as they now are reluctantly.

There are others who look at the system as aristocratic, if not in its nature, at least in its practical results. For, although the doors are *open* for all, still but few are able to spare the time and services of their children to avail themselves of all the advantages offered by the system, and therefore they must content themselves with the immature, undeveloped fruits of the lower departments: while the children of the wealthy, whose time and services are not needed, can pass from the primary, through the successive grades, to the highest department, where they are enabled to reap the ripened harvests of educational culture.

There is still another class of opposers to our admirable system of common school education found amongst TEACHERS. This may appear strange and startling. We might expect to receive opposition from those whose education is rudimentary, and whose methods of instruction and government corresponded with the settled policy and practice of earlier periods. But to find Teachers, who are identified with our modern system, and employed by its friends to uphold it, and commend it, and encourage it, and advance it, working against it, seeking opportunities to throw obstacles in its progress, magnifying defects, depreciating its excellencies, disparaging high intellectual attainments, lending an approving ear to complainers, distorting facts, button-holding parents that are aggrieved at imaginary wrongs, sneering at the suggestions and proceedings of the board of education, enforcing rules and regulations adopted by them in a way to excite odium, encouraging factitious aggrievances, &c., to find teachers lending their influence to such opposition,

thereby periling this noble institution, the pride and glory of the present day, I repeat, is strange and startling. And yet this is so. And it is more to be deprecated, that this hostility arises, not from the existence of real or imaginary evils, but from unworthy jealousies, from petty rivalries among themselves, a mere question of "who shall be greatest."

Away with such animosities. Rise upon your own merits rather than upon each other's downfall. These tergiversations are beneath the profession that you have assumed. The cause is too noble thus to be imperiled. It is easy to foment discord and paralyze the efforts of the wise and good laboring for the welfare of the rising race. It is easy so to injure a cause that time may never repair.

It is said in Grecian history, that a mighty general totally annihilated a splendid city of Macedon in a *few days*. To one boasting of this brilliant exploit of his illustrious king, a Spartan, in true laconic style, and with that independence and manliness worthy of that noble people, replied: "Yes, he destroyed it in a *few days*, but he can not build another such in *MANY YEARS*."

So it is easy to disintegrate, stone by stone, the fair fabric of our noble system of education, which it may take *YEARS AND DECADES OF YEARS* to rebuild.

To all who oppose our present educational policy, whether parent or teacher, I would say; remove all obstacles to its success, assist, rather than retard its progress, encourage, rather than criminate; and it will, ere long, become what its friends are now zealously laboring to make it—**THE PRIDE AND GLORY OF THE COMMONWEALTH.**

BAD SPELLING—THE CAUSE AND REMEDY.

THE complaint of bad spelling in all our schools is almost universal. And why is it that spelling was taught more thoroughly fifty years ago than now? Why is it that our fathers and mothers came from these same district schools

thoroughly versed in the art of spelling? Did they devote more time to this branch of education? Or was the system of instruction better then than now? Doubtless there was more attention paid to *all* the rudiments fifty years ago than now. Geography was little taught. Grammar was only studied by the few. It was *the* classic.

Reading, Writing, Arithmetic and Spelling were the main, and for the most part the *only* studies attended to. Then the greatest honor attached to the one who could repeat the "sounds of the letters," and spell every word within the lids of the spelling book, closing up with the "Abbreviations," and "Marks of Punctuation."

Thousands of our fathers and mothers, having accomplished this feat, retired from their schools finished scholars, and objects of envy to those less studious and persevering.

But how many of the present day, under eighteen years of age, can spell one half the words in Webster's Spelling Book, saying nothing of the "sounds of the letters," or "Abbreviations and Marks of Punctuation?" If there is *one* in the State of Connecticut that has gone out of our last winter's schools that can perform this feat, his or her name should be known and emblazoned abroad in every number of the Common School Journal, till our winter schools commence again.

Taking it for granted that our schools do not turn out such good spellers as formerly, I shall endeavor to point out some of the reasons, and suggest a remedy.

The first reason is: the Teachers of those schools in which spelling is most neglected, or poorly taught, know too much to teach the spelling book.

"Why, say they, I have qualified myself for a *Teacher*. I have attended, one or more terms, the Normal School—I received a certificate that I was qualified to teach. I have been examined by the Committee and approved. My compensation is liberal, commensurate with my superior qualifications. The whole management of the school devolves upon me. I must systematize and classify. I must have one large Arithmetic class, embracing the whole department, or three or four smaller ones. I must form one large

Geography class, or three or four smaller ones. I must have one large Reading class, or make three or four subdivisions. I must have Grammar classes, and Writing classes, and as for Spelling classes there is no time. Spelling is small business to say the most. Any body can learn to spell *without* a teacher. I am employed to INSTRUCT."

And thus I might multiply reasons why, in the opinion of these superficial teachers, the little branch of spelling is driven into the corner, and receives very little time and attention, simply from the fact that there are other things of greater importance—something that requires TEACHING!

Another teacher is well qualified to instruct, and places a just estimate on the importance of spelling; but sacrifices it to an impractical method of conducting the exercise, a method which he conceives to be the *only* method. I have witnessed it thus:

The class is called out and made to "toe the mark," usually a crack in the floor, if any such can be found in our school-houses. Each one has a slate and pencil. The teacher selects at random, from the lesson, such words as appear to him the most difficult, amounting to one fourth or one half of the number assigned. These he pronounces distinctly, and each scholar writes them rapidly upon the slate. At a given signal every slate was elevated in the left hand. At another signal each passed his slate to the right hand of his neighbor. At another signal these words are examined, and mis-spelled words corrected. Another signal, and the rightful owner receives his slate with the corrections. Another signal and the first reports the result of his spelling, the second and third and fourth, and so on to the last. Another signal, all wheel and pass to their seats.

Now, however much of good there is in this method, it is more than counter-balanced by the great loss of time. The "ceremonial" part has consumed nearly the whole of the time allotted for this exercise, and consequently but few of the words contained in the lesson have been spelled, when thorough teaching requires that every word should have been given out.

And here I will make a remark that may be suggestive if nothing more. And that is: that there is no method of testing a scholar's thoroughness of preparation in spelling than by giving out every word in the lesson.

In Arithmetic, if a scholar repeats the rule understandingly, and performs on the board and explains clearly a single example, selected by the teacher, it is *prima facie* evidence that he understands the whole lesson; and it would be comparatively safe and just to mark him perfect.

But not so in Spelling. There is no rule for spelling words. The classification of them does not constitute a *rule*, though it may assist. Words must be spelled by an act of the memory; and because a scholar spells correctly forty-nine words of a given lesson, it does not follow that he can spell the fiftieth. Therefore, *every word* should be given out; and the less formality in such an exercise, the more time will be saved for *drilling*.

There is another reason why spelling is neglected in graded schools. Each teacher is apt to regard spelling as the peculiar work of the department *below* him.

The impression is quite prevalent, that as a class is admitted into a higher department from a lower one, all their former studies must be laid aside and they must enter upon new and more advanced ones. If the regulations of the school are such as to require a continuance of some one or more branches, they are not apt to receive the attention they deserve, from the fact that they have been or should have been taught thoroughly in the other departments. If the class is deficient, and have not been properly advanced, the fault must lie with their teachers, not with them; and so the class is pushed on in their new studies, without an attempt, oftentimes, to repair the deficiencies of their previous training. And as the teacher rises in the scale of gradation, so do the studies of the lower departments dwindle into insignificance; till, by the time the scholar reaches the Grammar department, the little branch of Spelling is nearly lost sight of. If recognized at all, it is *not* as a branch of instruction, but a

kind of useless parasite, engrafted upon the system by the sanction of an old-fashioned, by-gone custom.

Or if it receives *any* attention, it is that only of mere formality, just enough to satisfy the demands of the law.

Instead of its being a daily exercise, as it should be, in some schools it is attended to but once or twice a week. And oftentimes it is given to a scholar to conduct the exercise.

It is thus that spelling, amongst the older scholars, is regarded with the greatest indifference and even contempt.

The want of interest on the part of the teacher begets a corresponding disinclination on the part of the scholar; and this indifference being mutual, each, by placing a valueless estimate upon its importance, feels satisfied with its exclusion from the school room. And hence this branch of education, so much prized by past generations, and considered by them as the crowning excellence of a perfect education, has almost passed into desuetude in some of the higher departments of our schools.

Another reason for bad spelling, and alike applicable to all schools of whatever grade, whether city or country, is the mistaken idea of teaching the *definitions* synchronously with spelling. Very generally throughout the whole country, North, South, East and West, has the "SPELLER AND DEFINER" been introduced into the schools. This book may have its uses, but it should never be used as it was designed. Spelling and defining should never be combined in one exercise. This class of books has done more to raise up a generation of bad spellers than all other causes combined—except it be the single one alluded to above—the indifference of teachers. With that exception, I can attribute no reason so cogent as the use of these spellers and definers. Were it in my power, every school room in the land should be divested of them in a single day. They have been a complete nuisance; and I have wondered for years, that any teacher would sanction their use, or tolerate their introduction into the school room.

If the object be to teach a scholar to spell, his mind should be left free, to combine the letters in the order which enter

into each syllable, without being intensified by the additional labor of retaining the definition.

In spelling a word orally, the mind of the child outstrips the tongue and lips, and runs on to the definition, leaving them to get on the best they can with the spelling, while it is preparing to give the definition as soon as the lips shall pronounce the last syllable of the word.

Oftentimes the intensest anxiety is manifested for the result. I have observed with painful interest the absorbing earnestness that seemed to pervade the entire being, both mental and physical, of the child when performing this *double* duty of spelling and defining. With light hearts and smiling faces a group of children take their places to *spell and define* their evening lesson. The captious and over-exacting teacher curtly gives out a word. In an instant the playful, sparkling eye of the little speller begins to lose its brilliancy; and, in the effort to recall the definition, while the syllables fall tremblingly from the lips, it becomes intently fixed upon vacuity—the brow is knitted, and the features of the face become so contorted, that the countenance indicates rather mental imbecility than beaming intelligence. Earnest and anxious solicitude is not only depicted on the countenance, but is exhibited in the unconscious twisting of the body—the working of the fingers and toes—the panting manner of “catching the breath” with every syllable. And what is the result of all this labor and intensified feeling? Why, in nine cases out of ten the word has been *mis-spelled*, but correctly *defined*. The real end in view in this exercise is the *correct spelling* of the word; not the definition. The end sought is *primary*; the end obtained is *secondary*.

Now, teachers have been misled by the use of these books. Thinking that the definitions were placed there to be learned, they have attached more importance to them than to the spelling of the words. The consequence is, if the scholar spells imperfectly, but *defines* correctly, having performed the most essential part, and failed only in the *inferior* part, the kind, good-hearted teacher accepts the performance, and the good child departs, rejoicing that he has escaped so

luckily. On the other hand if the spelling be ever so good, and the definitions imperfect, no compromise can be effected. The child must stay after school until every definition is promptly recited.

How many tears have been shed—how many long hours of detention after school—how many chastisements have been given for failures in definitions. A generation of youthful martyrs have been offered up as victims to this mistaken, irrational method of teaching spelling.

What shall be the remedy?

1st. Let every teacher in each department, from the primary to the high school, feel that this branch of all others must receive unwearied attention;—that it is a *permanent* branch, never to be laid aside only as the scholar takes a final leave of school and school duties.

2d. Select the best time of the day for this exercise. Do not crowd it off to the last five or ten minutes of the school. If you do, "once round" will be all the attention it will receive that day. Or if the exercise is conducted in writing—which is far better—a "dozen words" will satisfy both scholar and teacher.

3d. Attend to it *yourself*. Never place it in the hands of a scholar. If you "know too much" to waste your time and talents in teaching spelling, remember that in no other way can you make others place the same estimate upon your abilities than by neglecting this duty.

Lastly: On no occasion allow *defining* to interfere with spelling. If defining must be taught, let it be an entirely separate exercise.

I might specify other remedies—but if these are carefully and rigidly carried out, it will not be long before this now neglected and unpopular branch of education will be made to take the rank and dignity which its importance demands.

ARITHMETIC RUN MAD!!

"What an idea!" "Arithmetic *can not* run mad." You are mistaken, fellow teacher; Arithmetic *has* run mad; and it has bitten many a teacher, and perhaps the virus is now coursing your veins; and if it has not already produced foaming at the mouth, it has exhibited itself in other, no less unmistakable symptoms.

A dread of water is the usual accompaniment of madness. A desire to bite others is still another. Look around you and see the helpless little victims writhing in agony, with swollen arms and contracted brain, made so by your insatiate desire to infuse arithmetical madness into them.

How much time do you spend in a day with them, in talking about the mighty river systems of the United States, the expansive lakes, of the waters that wash our coasts and bear our commerce round the world?

Ah, none. You are afraid, afraid of *water*! You have been bitten. Did you ever take your pupils across the Atlantic, through the straits of Gibraltar, up the Levant, through the Dardanelles and the Bosphoros into the Black Sea, to the Crimea? You dare not, you are afraid of water. You never have taught them the location of Paris, London, Venice, St. Petersburg, Amsterdam, and hundreds of other great and important maritime cities, because you are afraid of water.

Is it your custom at the hour of recitation, to have the outlines of the state or country under consideration drawn upon the blackboard, to be filled up by the class with the appropriate rivers, towns, mountains, &c.? Oh! the dread of water, water! How difficult it is for your scholars to mention the names of a dozen capes projecting into the sea, or the names and lengths of as many rivers, for fear of slipping off into their angry waters.

When the malaria is sweeping off its victims by the thousand, the skillful physician is not satisfied with the mere round of prescriptions for mitigating the pains of the distracted sufferers, but diligently seeks to ascertain and remove the

causes. So let us inquire into the etiology of this strange mania.

In the first place *authors* have become monomaniacal on the subject of Arithmetic. Men of little or no *literary* reputation, the natural powers of whose minds have been fed upon the limitless combinations of the nine, dry, abstract digits, with all the juices and vital properties of virescent knowledge squeezed out, have sent forth to the world their labored abstractions and combinations in the form of Arithmetics. Instead of presenting the science in a simple, natural way, and there leaving it, it is generally expanded beyond its own sphere. It is made to burst its shell and assume a magnitude entirely disproportionate to itself. Ordinary examples sufficiently numerous and intricate fully to elucidate the subject are not enough; but conjured up examples, interlaced with the principles embraced in the subject under consideration, and so intertwined with other principles previously considered, as to assume a kaleidoscopic appearance, unlike anything legitimately flowing from the subject, interlard every page.

Then comes a rule to show how these gordian knots are to be united. First: The thread of a certain color must be taken first, and the right end of it. After unraveling awhile, this end must be dropped and the opposite end of another color must be untwisted. Then with a certain peculiar jerk and a retrograde movement upon certain other threads and colors, with a small degree of tension at times, followed by a little "slack," the answer will become visible, which if read *backwards* will be the real answer the author intended should be given! Then there is usually appended several observations and remarks, and, a few italicised foot notes giving certain inferential reasons why, the rat *did not* eat the malt that lay in the house that Jack built.

This class of authors may be styled the MIGHTY ONES, skilled in showing how easily the "twister doth untwist."

There is another class, whose intellectual powers have not been so shrivelled up, so completely mumified by dry, abstract reasoning, who, endeavoring to avoid the knotty examples

and dry detail of the former class, have given fewer and simpler examples, but at the same time manifest as marked and distinct characteristics of arithmetical hallucination as do the "*mighty twisters*." For their books are filled with explanations and rules and illustrations *ad nauseam*. There is no principle however simple but receives comment. Principles are simplified, trifles are amplified. Shades of apparent differences are treated of as if real, and are deemed worthy of a special rule. Indeed the entire book is filled, with what may be appropriately though inelegantly called, "*gab*." With this pabulum the scholar is to be "*crammed*." The more he takes, the faster it is supposed he will grow. As the process goes on, the digestive powers of the mind become enfeebled, because not exercised; and the result is an intellectual dyspepsia.

These books are simply guide books. They point out the way and the scholar follows, not knowing where or why he is going. He is taken up heights and carried over mountains; and is let down so easily upon the other side that he imagines the entire distance is perfectly level.

The favor with which these books have been received has stimulated their production. A perfect mania for becoming an author has seized the aspirant for fame. It requires not the title of *professor*, affixed to the name of our author, to give celebrity to an arithmetic. A mere tyro in mathematical knowledge, conscious of his ability to arrange and combine the nine little digits into all the manifold forms which the laws of permutation will allow, with as much ease and dexterity as the sailor boxes the compass, or as the gambler shuffles his cards, can send out to the world the embryonic productions of his brain, christened with the sobriquet of *COMMON SCHOOL ARITHMETIC*! Scores of such productions are flooding the country; and by the array of long lists of names recommending them, and by the onset of rabid, suppliant agents (for they have been bitten) and by the importunate solicitations of teachers, they find ready access to our schools.

And now commences the new method of teaching

the science and power of numbers. In the first place *mental* arithmetic is entirely ignored. *Written* arithmetic, as it is called, is regarded as the talismanic wand of the scholar. There is no problem so difficult, no mathematical subject so abstruse, no process of investigation so profound, but that they may be resolved and elucidated by its magic touch. The "royal road to learning" has at last been discovered, the opinion of Archimedes to the contrary notwithstanding, and "EUREKA" chorused by both teachers and scholars. This strange arithmetical mania now exhibits itself in significant developments.

Colburn, the great intellectual discipliner, which has let in such a flood of light upon the whole field of education; and which has snatched the tongueless digit from its solitude and given it form and life and *speech*, is laid on the shelf, by a vast majority of our teachers, as being "too difficult and tedious."

Geography, too, in multitudes of our schools receives little or no attention. Spelling is almost entirely overlooked. The whole time and attention of the scholar is occupied in committing rules and working out with pencil and chalk the examples in written arithmetic. The powers of the mind are not brought into requisition at all. He becomes a mere automaton. With his slate and pencil, and one of these emasculated arithmetics he passes his hours away, a machine, grinding out answers. If perchance his answer should happen to vary a figure or two from the answer in the book, he is thrown into the greatest perturbation. He knows not how to correct his own errors, nor the errors of the book.

The teachers, who have become arithmetical monomaniacs, press on their scholars with infuriated zeal. With them, *written* arithmetic stands first in the order of education. It is the beginning and end of all education. Their scholars are pushed on page after page without the exercise of a single reflective power of the mind. The extent of their arithmetical knowledge is measured by the number of pages gone over, rather than by the number of thoughts bestowed. And

what, I ask, is the result of this crowding process, or as it may be called with good reason, this "*cramming*" process? It may be summed up in few words. Pupils know next to nothing of what they have been over. The reflective, reasoning powers of the mind have lain dormant. Their knowledge resides entirely in the arm and fingers, instead of the head where it should. The multiplication table is the only thing they know certain. An example in division, with a long divisor throws them from their feet. Examples in addition are performed by *counting*. A simple example in denominate numbers drives them to their wits end. But give them an example in interest, or cube root, or arithmetical progression, if they have not *forgotten* how, they will do it with a rush!!

These are not the only results. Saying nothing of the injury done to the scholar in enfeebling, instead of vitalizing his faculties, this method awakens a prejudice against the efficiency of the whole system of education. Many of the citizens of our State, although not familiar with the internal workings of our present system, yet see just enough to lead to the belief that all is not right—that there is something wrong. Exactly where the fault lies they may not be able to state, nor in what particular thing it consists;—but when the parent finds that his children can not spell;—that they are deficient in Geography; and that they can not add correctly the columns of his ledger; or perform the common examples constantly occurring in his every-day business, with any degree of accuracy, after having been a constant attendant at school for a protracted time; and especially after having gone through his Arithmetic "*half a dozen times*"—he is led to the conclusion that our teaching is not *practical*; that with all the advantages of *new buildings*, and *teachers educated* by the State, and *graded classes*, and *new books*, and *new methods* and *institutes*, etc. etc., there still lies concealed considerable "*humbugging*."

That these objections are chargeable to our method of teaching; and that diluted arithmetic is mounted as a hobby by scores if not hundreds of our teachers, and crammed

down their scholars at the expense of geography and spelling and *mental arithmetic*, there can be but little doubt. In looking over the late reports of the Board of Education in our own city,* allusion is made to these defects in teaching. A late report says that: "Geography is much neglected—in one district, with nearly one hundred in attendance, not a single one was found in the large geography, and only eighteen in the primary." In another report the following language is held: "We deprecate the course of instruction in the schools, both city and country, in bestowing almost *exclusively* on *arithmetic* so much attention, encouraging mere *calculation* and neglecting the POWER OF REASONING." In another report it says: "That there was but *one* school in our city where mental arithmetic received comparatively any attention."

A neighboring city has recently been aroused at the alarming neglect and indifference in regard to teaching spelling; and a thorough revision has taken place in all the branches taught, and the branch of spelling is made to stand out prominently as one of the chief studies. Now the reason for this state of things is clearly intimated in these reports. It is, that the important, fundamental branches, such as reading, geography, mental arithmetic and spelling are sacrificed to this morbid desire to teach *manipulated arithmetic*. This mania is by no means local. It exists in other states than Connecticut. But wherever it prevails—in what school soever it appears as endemic, there it leaves its blighting, withering track. There is no remedy for it, but to go back to first principles. The remedies usually sought and applied only aggravate the disease.

At the meetings of the teachers of our city during the past winter, no question excited more interest and awakened more discussion and elicited more thought than the one in relation to the elevation and improvement of our grammar schools. Every teacher admitted and deplored their inefficiency; but where the difficulty lay, or how they could be elevated, was the great inquiry. One thought the only way

*New London.

to raise them from their present condition was "by the introduction of a higher class of studies"—"that Colburn should not be taught, as being too difficult and unintelligible." Another thought "that before entering the high schools, the scholars should be perfect masters of the whole of arithmetic"—"that it should not be taught at all in the high schools"—another thought, that "as arithmetic could be taught better and at a less expense in the grammar schools, it should be entirely confined to them," &c. &c. The great panacea was more arithmetic—*more arithmetic!!* Ah, this remedy but aggravates the disease. How unphilosophical the attempt to restore the recuperative powers of the system enfeebled and debilitated, by presenting the appetizing dish, and catering to the engorged appetites of the glut-ton. The only true way to give life and vigor and efficiency to any and every school of the State is, to teach *thoroughly, methodically, and PERSEVERINGLY*, the studies properly belonging to a fundamental education.

The increase of studies never can obviate the difficulty. The introduction of higher branches is still more prejudicial. The engulfing of the whole of arithmetic, roots, progressions, rules, observations, foot notes and all, would never raise the standing of any school.

There is one, and only one remedy. Restore the branches that have gone into disuse, through neglect, to their proper place and dignity. Attach a greater importance to the drawing out—the educatory process, as the word education implies—of the powers of the mind, and less to the submerging and stifling of them by meaningless and useless verbiage.

Abandon the absurd, irrational method of teaching this *ephemeral*, for *scientific arithmetic*. There is no science in it. Taught in this way it no more constitutes scientific arithmetic, than the looking through the telescope at the stars constitutes the science of Astronomy:—or the performing of experiments in philosophy or chemistry constitutes the science of either of them. A teacher may just as well procure a few acids and alkalies, a test glass and crucible, and perform a few pleasing experiments before his scholars, and

then proclaim them educated and thoroughly grounded in the science of chemistry, as to call such arithmetical manipulations, *arithmetic*. With the spatula and scales he may weigh and mix medicines, and swallow a box of pills and wear a plaster upon his back, and then say "I am an educated Physician," as to call mechanical arithmetic *scientific*. In fact written arithmetic is no more nor less, than *experimental* arithmetic. From its nature it *follows*, never *precedes* the study of scientific arithmetic. This mania to teach it has reversed its order. And the cause of all this difficulty has arisen from the vain attempt to substitute a sequence for a principle. The mistaken and misguided teacher has undertaken the fruitless task to reverse the laws of mental development. But they cannot be reversed. Apparent success may accompany his efforts for a time; but the laws of mental progress must and will triumph.

In conclusion, I will say that I was much pleased with an excellent article on arithmetic, over the signature of Twenty-one Fifty-six, in the June Number of the Journal. There can not be too much said upon this subject. It is a subject fraught with the deepest interest and should be earnestly pondered by the Committees and Acting Visitors of our schools, as well as by teachers themselves.

For the Common School Journal.

MOTIVES FOR TEACHING.

NEVER was there a truly successful teacher, one who accomplished the real object of a teacher's mission, who was not inspired with true motives. There may have been, and doubtless *have* been, very many who have occupied the instructor's station, who were either entirely destitute of pure motives, or possessed mere apologies for them,—teachers whose standard of duty was lowered to meet their own inclinations. But those who have conferred the most real benefit on their pupils, are they who were actuated by noble principles, who labored not solely for "the meat that perish-

eth," but strove by word and deed to imbue the young mind with such thoughts as should fit it for usefulness here and happiness hereafter.

Occasionally, we find a teacher who is honest enough to confess that he labors for something far short of what should be the teacher's object; but not often is one so frank. Human nature is prone to varnish and gild wrong motives or wrong actions, until they can be made to seem about right. A little of the essence of self-conceit, mixed with a good deal of self-love, will go wonderfully far towards accomplishing such a purpose. So, among teachers, we find many who are ready to flatter themselves that they are models in their profession, and are perhaps so regarded by some superficial observers, but whose motives, when divested of all tinsel and gloss, suddenly shrink far below the true standard. It would be well if every teacher would honestly and candidly ask himself, "*For what object am I laboring?*"—and having so asked, endeavor to arrive at a truthful answer. Let us glance for a few moments at some of the various motives that induce persons to engage in teaching.

When Paul said that "the love of money is the root of all evil," he uttered a truth that will apply to many of the "presiding geniuses" of our modern school-rooms. Indeed I think it quite probable that he had especial reference to such, for when a teacher does labor for mere "love of money," he is truly the root from which spring innumerable evils. Of all the occupations of mankind, that of teaching is one of the last to which we should resort for the purpose of getting rich. There are higher and nobler duties devolving on the educator, and brighter and purer joys that spring from them. It is unfortunately true that there are many so called teachers who seem to see nothing but money in the beaming faces gathered in their school rooms; who regard wealth of purse as far better than wealth of mind; who have become so accustomed to reckoning the value of everything in dollars and cents, that they have no conception of the untold worth of that "wealth without wings," whose possessor is truly richer than he who owns millions of gold; but such teachers are

almost guilty of sacrilege. They touch with unholy hands chords that will vibrate through eternity. They profane the mental gold of the mind's temple, chill the higher aspirations of the child's soul, and plant within him such seeds of avarice as will hardly fail of "growing with his growth, and strengthening with his strength." It is true that the question of remuneration must necessarily enter the mind of every teacher; but it ought not to be made the grand center around which everything else revolves, but rather a minor point somewhat in the back ground. "The laborer is worthy of his hire," only when he strives to perform his work aright.

Another motive by which some seem to be actuated, is to achieve a high reputation as teachers. But this, though it is commendable in a degree, should not be the grand aim in teaching. There is frequently a wide difference between pleasing and benefiting mankind. Strange as it may seem, humanity is almost always better pleased with what hits other people, than with what applies to itself. With this tendency of men, it is not to be wondered at that a teacher whose chief object is to become noted, should manage to insinuate himself into the good will of the community, and by surface shows and dazzling outside appearances deceive those careless or indifferent observers, who are not familiar with the process of dressing up a school for exhibition. Such a teacher, though he may pass for a model among some, though he may whitewash everything in the most approved style, does not fulfill the true object of a teacher's mission, does not develop the latent thoughts and powers of the child's mind; and is almost sure, sooner or later, to lose the popularity for which he toils, but which rests on no firm foundation.

There are some who style themselves teachers, who, to all human appearance, teach simply for the *name* of it. They seem to think that their profession will honor them, and so they do not strive to honor that. I am glad they hold the teacher's work in such high esteem, but sorry they do not perform it better. If they can pass the trying ordeal of examination, and obtain the longed-for "certificate,"—which

seems to be the completion of their education, and the realization of their highest hopes, teachers, of course, being supposed to know everything that mortal man should know, all which is duly developed by that most dignified assemblage of the wisdom of the town, "THE BOARD," if they can do all this, they seem willing to rest on laurels already won, manifesting sometimes a good deal of tact at doing nothing.

But those who are almost destitute of any motives, who teach simply because they can't do any thing else, are among the greatest hindrances to the advancement of true education. Some seem to regard teaching as a sort of reservoir, into which the offscouring of other professions may be thrown. It is sometimes convenient for broken down merchants or disheartened politicians, to seek relief in "keeping school." Teachers of this sleepy pattern, who labor for nothing in particular, can not accomplish much real good; but usually content themselves in walking some hum-drum round, and bestowing a sufficient number of whippings and scoldings and boxings on unfortunate Johns and Marys.

Having noticed a few false motives by which teachers are actuated,—and space fails to enlarge,—we can scarcely glance at that broader and nobler theme, true motives.

The grand aim of a teacher should certainly be to confer the greatest amount of real good possible, on his pupils. To do this, he must love his work, love to watch and guide the tender and growing mind of childhood, love to surround it with such sweet influences as shall win it onward and upward. It ought to be our aim so to educate the youth of to-day, that they shall become the earnest and truthful men and women of to-morrow, and the happy immortals of eternity. We ought to strive to develop the bodily powers of our pupils, so that their minds may have fit temples in which to work; we ought to labor to expand their mental faculties, laying the foundation broad and deep, and building firmly and gracefully thereon; but above all, we ought, with God's blessing, to strive to educate the *heart*,—to fill it with those holy truths and glowing promises revealed in

the Bible, to surround it with such pure and sacred influences as shall prove a shield against life's temptations, and prepare it for joys in the Great Beyond. S. J. W.

WESTFORD, CONN., May 21, 1860.

OFFICIAL DEPARTMENT.

The following acts concerning education were passed by the last General Assembly:

CHAPTER XXXI.

An Act in alteration of an Act entitled "An Act in addition to and in alteration of an Act concerning Education," passed in 1856.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

SEC. 1. It shall be the duty of each of the towns in this state, annually, on or before the first day of March, to raise by taxation such a sum of money as they may deem advisable, not less than three-tenths of a mill on the dollar, or three cents on the hundred dollars, on the grand list on said first of March last made and perfected, and cause the same to be paid into the treasury of the several towns, respectively, for the benefit, support, and encouragement of common schools; and the whole amount of money so raised shall be annually distributed to the several school districts within each town, under the direction of the selectmen and school visitors.

SEC. 2. If any town shall neglect to raise such sum of money, not less than three-tenths of a mill on the dollar, in the manner and within the time limited in the preceding section of this act, or shall fail to distribute the same according to the provisions of said section, such town shall forfeit and pay to the treasurer of the state a sum equal to the amount which it was the duty of such town to raise as aforesaid, to be recovered by said treasurer in an action upon the case, under the statute.

SEC. 3. The seventeenth and eighteenth sections of the act to which this is in alteration, are hereby repealed.

Approved, June 15th, 1860.

CHAPTER XLIII.

An Act repealing a portion of an Act therein mentioned.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

That so much of section 14th of an act entitled "An Act in addition to and in alteration of an Act concerning Education," passed May session, 1856, as provides that no deduction or abatement shall be made on account of the indebtedness of the owner of any real estate taxed, in cases when school districts impose a tax, be, and the same hereby is, repealed. *Provided*, that this act shall apply only to cases when the debtor and creditor both reside in the same school district where said real estate is taxed.

Approved, June 19th, 1860.

CHAPTER XLIV.

An Act in addition to and in alteration of "An Act concerning Education."

Be it enacted by the Senate and House of Representatives in General Assembly convened:

That whenever any town shall include ten or more school districts within

its limits, the board of school visitors of such town may appoint a sub-committee of one or more persons, of their number, to visit the schools of any number of districts not less than five, in which case such committee shall be called acting school visitors.

Approved, June 19th, 1860.

CHAPTER LXII.

An Act in alteration of "An Act concerning Education," passed May session, 1859.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

All rate bills, or assessments for tuition, made by any school district, in accordance with Chapter 43, Section 1, of the acts of 1859, shall be made out and delivered to the district collector, within one week from the close of the term; and said collector shall have the same power and authority in the collection of such rate bills as collectors of town taxes have.

Approved, June 22d, 1860.

CHAPTER LXIII.

An Act in addition to and in alteration of "An Act concerning Education."

Be it enacted by the Senate and House of Representatives in General Assembly convened:

SEC. 1. Each town shall have power to form, alter and dissolve school districts within its limits, and any two or more towns may form school districts of adjoining portions of their several towns, and may alter and dissolve the same. *Provided*, that no new district shall be formed which shall contain less than forty persons between the ages of four and sixteen years; and the jurisdiction of towns for such purposes shall extend to districts specially incorporated by act of the general assembly, in the same manner as to others.

SEC. 2. Whenever it shall be proposed to remove persons or taxable property from one district and annex the same to another district, the district from which such persons or property are to be removed shall be notified of such proposed alteration, by having a copy of the same lodged with the clerk of the district, at least fifteen days before the town is called to act upon said alteration.

SEC. 3. Section first, chapter third, of "An Act in addition to and in alteration of an Act concerning Education," passed May session, 1856; and the act passed May session, 1858, and approved June 17th, 1858, entitled "An Act in alteration of an Act entitled 'An Act in addition to and in alteration of an Act concerning Education,' passed May session, A. D. 1856;" also, the act passed May session, 1859, and approved June 14th, 1859, entitled "An Act in alteration of an Act entitled 'An Act in addition to and in alteration of an Act concerning Education,' passed May session, 1856," and all other acts and parts of acts inconsistent herewith, be, and the same are, hereby repealed.

SEC. 4. This act shall take effect from the day of its passage, but shall affect no suit now pending.

Approved, June 22d, 1860.

DAVID N. CAMP,

Superintendent of Common Schools.

N. B.—The above constitute all the acts which have any bearing on the future operations of schools; all other acts passed belonging to the class called "Healing acts."

Resident Editor's Department.

NORMAL SCHOOL ANNIVERSARY.

THE exercises connected with the eleventh Anniversary of the State Normal School were of an unusually interesting character. On Sunday evening, July 15th, the Rev. C. L. GOODEL preached to the graduating class. His subject was "The cultivation of the Heart." The discourse was a very excellent one and was listened to by a large audience. On Monday evening, the 16th, the annual address to the class was given by the Hon. DAVID N. CAMP, Principal of the school. This was one of Prof. Camp's best efforts. The address was exceedingly appropriate and its several points were presented with much clearness and ability. The whole tone of the remarks and the earnest manner in which they were presented could not fail of making a deep and salutary impression upon the hearts of those for whom they were specially intended. The address was listened to with marked attention and evident satisfaction. On Tuesday evening an oration and poem were given before the Barnard and Gallaudet Societies. The oration was by the Hon. JOHN D. PHILBRICK, former Principal of the Normal School. His theme was "Heroism," and he was listened to with a high degree of satisfaction by a very large audience. The address was happily adapted to the occasion, and was very able and interesting. We believe it elicited the unqualified approbation of all present. With a heart full of the spirit of the true Educator, Mr. Philbrick always succeeds in awakening a feeling of enthusiasm in all who listen to him. This was, in every way, one of his happiest efforts. The poem was by F. S. JEWETT, Esq., of Hartford, and was a well written production,—though the low tone in which it was read did not do it full justice.

On Wednesday the address before the Alumni was given by EBENEZER D. BASSETT, Esq., of Philadelphia,—a former graduate of the School. It was a well written address and was pronounced with excellent effect. Mr. Bassett has a well disciplined mind and his performance on the present occasion gave clear evidence of ability and industry. A large audience assembled to hear him, and he was welcomed to New Britain by many sincere friends who learned to respect him when a member of the Institution among whose grad-

uates he now sustains a prominent rank. All who know him rejoice in his success and prosperity.

But we must pass to the crowning scene of the week,—the exercises of the graduating class. It must suffice to say that the several parts were of a highly creditable order,—not one falling below mediocrity, and most of them being far above the average of exercises of a similar nature. The day was a lovely one and contributed to make the occasion pleasant. The beautiful and large church in which the exercises took place was filled in every part. The following order of exercises was observed:

I. Introductory Prayer.

II. ODE ON EDUCATION.

Words by Mrs. Louise J. R. Chapman. Music by James G. Barnett.

CHORUS.

Through the vast universe,
Above, below,
All was veiled in darkness.
Nature's countless glories lie
Hush'd and mute,
Beneath its heavy pall.
God looked upon his work,—
'Twas well!

He spoke,—the gloom was rent; and
Light flooded all the earth—
The heavens with all its myriads of stars,
Sang praises and hailed him in
Majesty and glory.
So learning dawn'd, with wondrous might
It rent the clouds of darkest night,
That veiled the human mind.

SOLO—

Reveal'd the wondrous gifts,
Which Heaven in bounteous love to man
had given,
Long hidden and confined.

CHORUS—

Hail mighty power!

Thy sway we rev'rence and adore.
The mysteries that had long unfurled,
Their mighty pinions o'er the world,
Unveiled in glory lay.

SOLO.

Proud genius in its heavy bondage broke,
In crowning majesty.

CHORUS—

Hail mighty power,
Thy sway we rev'rence and adore.

SOLO—

All holy boon that turned the Soul
To move by God's most high control,
Praises, we sing to thee,
Thy glorious light undim'd shall shine,
In every nation, every clime,
Throughout eternity.

CHORUS—

Hail mighty power,
Thy sway we rev'rence and adore.

III. The Puritan Element of Character.

Charles S. Dudley, *North Guilford.*

IV. Self Sacrifice.

Esther L. Hitchcock, *New Haven.*

V. Mary Lyon.

Helen Randle, *Norwalk.*

VI.

QUARTETTE, INTEGER VITE.

VII. Character, the Result of Education.

Anson F. Fowler, *North Guilford.*

VIII. The Separate and Combined Influence of the Three Departments of Study.

Esther C. Perry, *Collinsville.*

IX. The Winds, a Poem.

Mary E. Bassett, *New Britain.*

X. The Educating Influence of Nature. Mary V. Lee, *North Granby.*

XL JUDGMENT CHORUS; "INFLAMMATUS."

From "Stabat Mater."

Rossini.

When thou comest to the judgment,
Lord remember thou thy servant.
None else can deliver us.

Save and bring us to thy kingdom,
There to worship with the faithful
And forever dwell with thee.

XII. Napoleon Bonaparte.John S. Gaffney, *New Britain.***XIII. The Queens of History.**Harriet N. Bartholemew, *Granby.***XIV. Advantages of Solitude.**Julia A. Clark, *Hartford.***XV. The Influence of Teaching upon the Teacher, with the Valedictory.**Calvin B. McLean, *Simsbury.***XVI.****RESPONSIVE CHORUS.***Barnett.**Choir.*

We have come again to this temple fair
To welcome a joyous band,
And to seek for them all God's tender care,
And the gifts of His gracious hand.
Angels of glory, Angels of Heaven,
Grant us thy power:
Unto our earth-notes, thy voices be given
At this blest hour:
Aid us in seeking all mercy and blessing
From his abode.
Join in addressing—join in addressing
Praise to our God.

Praise we bring for constant care,
And for watchful love:
For the minds we here prepare
For the School above.
Once again thy blessing ask
On our noble guides:
Aid them in their glorious task;
Bless whate'er betides.
Guide us all, oh, righteous Lord,
Through the bounds of Time:
Bring us by thy promised word
To a sinless clime.

*Choir and School.**School and Graduates.*

Blessed Father, low we bend,
Now before thy Throne,
Unto thee our hearts ascend,
Thee, the Sovereign One.

Praise to Thee, oh God,
Unceasing ever:
Long be thy name adored;
Praises forever.

XVII. Presentation of Diplomas.**XVIII. PARTING HYMN.***Words by Julia A. Clark,**Music by C. W. Huntington.*

Soon the farewell must be spoken,
Soon must fall the parting tear,
Soon this cherished circle broken,
So delightful to us here;
Part from Teachers loved and honored,
Part from friends we ne'er may meet,
Yet we trust will be remembered
Often at the Mercy seat.

This with God above approving
All our conduct, every aim,
Will, the victor's wreath securing,
Crown us with undying fame.

Upward for the meed of glory!
Onward far the chaplet lies,
Naught but persevering labor
Ever can secure the prize.

Let, oh, let it be recorded
In Jehovah's Book of Life,
When the faithful are rewarded,
When is o'er the battle's strife,
When our last account is given,
When the sands of life are run,
That we formed the mind for heaven,
That our work was fitly done.

GRADUATES.

LADIES. Sarah F. Aiken, Winnepauk; Anna A. Baird, Milford;
Harriet N. Bartholemew, Granby; Mary E. Bassett, New Britain;
Mary L. Catlin, Harwinton; Julia A. Clark, Hartford; Esther L.
Hitchcock, New Haven; Mary V. Lee, North Granby; Esther C.
Perry, Collinsville; Helen Randle, Winnepauk; Mary A. Seymour,

Newington; Ellen E. Southworth, Mansfield Center; Maria Talcott, Plymouth.

GENTLEMEN.—Charles S. Dudley, North Guilford; Anson F. Fowler, North Guilford; John S. Gaffney, New Britain, Henry A. Loveland, Berlin; Calvin B. McLean, Simsbury; Edgar W. Simonds, Collinsville.

The entire exercises and occasion were full of interest and encouragement, affording the clearest proof that the school had gained a strong hold of the hearts of the people, and that its graduates were ready to do their part in the work of extending and increasing the usefulness and power of their cherished and honored Alma Mater. The members of the late graduating class give promise of adding much to the reputation of the school, of which some of them have been members for four or five years.

The presentation of the diplomas was made by the Hon. FRANCIS GILLETTE, president of the Board of Trustees, who, from the organization of the school, has manifested an active and judicious interest in its operations. His remarks were exceedingly appropriate and felicitous on this occasion and could not fail of making a serious and salutary impression upon all who listened to them. We have space for only the following extract from his address:

"This 18th day of July, 1860, marks an era in the life of each one of you, great in importance and never to be forgotten. Having finished your preparatory course in this Institution, you this day bid adieu to all that you have learned to love and cherish here—to these beloved teachers, to these pleasant homes and hospitalities, and, harder than all else, to one another—and go forth single handed, to assume the high duties and responsibilities of public instructors. Pause, now, for a moment, and consider the greatness and grandeur of the work in which you are about to engage.

Some enthusiast once said, "Let me make the songs of a nation and I care not who shall make its laws." But that person might have said, with tenfold significance, let me teach the children of a nation, and I care not who shall make *both* its songs and its laws. I am prince and potentate despite all. Let me educate the boys and girls of a people, and I will so mold and stamp them, that my sentiments shall sternly speak in the laws, and breathe softly in the songs which they shall make.—Through them I will pour my thoughts into the ear of the nation, and my voice shall go careering and echoing down the ages, with an authority kinglier than that of kings. Scepterless and throneless though I am, I defy the power of Princes and

Presidents, and tell them that they rule through me, and are subject to my bidding, as heard in the authoritative utterances of the people, whom I had taught and trained in their childhood. Very possibly, that great model teacher, the late Thomas Arnold of England, is now wielding a more potent influence over that country, through his five thousand pupils, than the Queen mother herself, begirt by her countless satellites, and thundering through her army and navy.

You have read the story of the old philosopher, who felt sadly because he could find no place on which to balance his lever to move the globe; but the true teacher actually does more than Archimedes sighed to do, for he takes right hold of the lever that moves the world—the *moral* world—and his triumph is as much greater than that of Archimedes would have been as mind is superior to matter. He sits at the fountain and commands the very sources of power.

The Sculptor chisels the graceful conceptions of his genius upon marble, and trusts to that to carry his name down the ages; but the marble crumbles, and Praxitiles lives on and on, statueless. The Painter transfers his beautiful images to canvas, and thinks to float down to posterity on that frail craft; but it is the sport of every wind and wave, and finally, goes down a wreck in the hurrying stream of time, and Appelles lives on and on, pictureless. The Warrior thinks to carve his name on the ages with the sword, and to live in the monument erected to his memory; but that, too, yields to the obliterating hand of Time, and falls in ruins. Cæsar lives in history, but his ambitious monuments—where are they?

It is not so with the Teacher; he chisels, paints and carves upon that which is imperishable and immortal, as lasting as eternity itself. Time, war, flood and fire may reek their hurtling fury upon it, and still it lives unscathed and undying, as unharmed as the mountain cliff by the hot kisses of the lightning. He chisels, and paints, and carves for eternity, and although he may pass away and be forgotten, his works shall endure forever.

Earth has no other employment so fraught with destiny as that of educating and training immortal minds. The teacher sows a seed-field whose harvest will be garnered in the other world. He treads a garden of buds and blossoms, which a careless touch may blast, or an impure breath, even, blight with a killing mildew. He attunes a lyre, whose vibrations will echo and re-echo through eternity. As he is writing on the soft tablet of the child-spirit, the angels are looking over his shoulder, intensely solicitous to learn its solemn import.

Rise, then, Teachers, to the moral grandeur of your position, and

allying yourselves with Him who "taught as one having authority," go forth bearing high the standard of public instruction, resolved to make the schools of our commonwealth all that its Fathers designed them to be—not only the fountains of knowledge, but the bulwarks of religion and freedom."

NORMAL SCHOOL.

Our readers will find in this number a very correct representation of the building occupied by our State Normal School. This institution was first opened in 1850, as an "experiment for five years." Already has it existed its full decade of years and is no longer viewed as an experiment, but as one of the most important auxiliaries to the work of elevating our public schools. Nearly two thousand teachers have, for a longer or shorter period, enjoyed the advantages of this school, and their influence for good has been extended to nearly every district within the state.

The Trustees have recently made a change in the terms which will go into effect at the commencement of the coming school year.

The Fall term will commence on the third Wednesday of September (the 19th, this year) and continue till the 21st of December, when there will be a vacation of a little more than a week. The winter term will commence January 2d and continue till the last week in March. The third or spring term will begin April 16th and close with the anniversary, the third week in July. Pupils are not received for less than an entire term, except when excused to teach to fill vacancies that occur during term time. All who have not previously been members of the school are required to furnish certificates of recommendation from the board of visitors of the town from which they come. There is no charge for tuition, and but a trifling one for the use of text books. Board can be procured in private families at reasonable rates.

Our advice to every one intending to engage in the business of teaching is to spend at least one term in the Normal school, and, if possible, to pursue the entire course of study and receive the diploma of the Institution.

Previous members of the school will be glad to learn that the health of Miss BARTHOLOMEW is so far restored that she will resume her duties in the school at the commencement of the next term.

The next term will commence on Wednesday, the 19th inst. Those desirous of entering the school should make early application to the Principal, Hon. DAVID N. CAMP, New Britain.

EDUCATIONAL MEETINGS.

THE month of August seems to have been devoted to educational meetings and they have all been numerous attended, giving clear evidence of the advancement of the good cause for which they are held. We go to press too early to give any detailed account of any of the conventions, and can only briefly allude to the meeting of the national educational association at Buffalo. This includes the normal school association, which occupied the first day of the meeting. We learn that sixteen different normal schools were represented and that the discussions and addresses were highly interesting and profitable. Among those who presented papers was Hon. DAVID N. CAMP of our state, who read a very interesting and sensible article, of which the Buffalo Advertiser gives the following: Prof. Camp's subject was,—"The relation of Normal Schools to Popular Education." The main points of the address were—1. The Normal School furnished competent teachers for the common schools. Without these all else, fine school-houses, and other facilities were of no avail. Normal Schools were founded on the principle that eminent qualifications for teaching might be acquired. And this principle was verified in actual results. It had been said, he remarked, that there were good teachers who had not received the benefit of the Normal School. But this was no more an argument against the Normal School than the fact, that there are sometimes good physicians who had not passed through a regular course of medical training, proved that medical schools were not of great importance in teaching the medical profession.

It has been asked whether colleges and higher seminaries were not competent to supply the want. He did not ignore the fact that many eminent teachers had come out of these. But in view of the fact that the millions, whose minds are to be moulded, ought rather to be educated than *taught*, it needed those for this work who had something more than a knowledge of books; it needed those especially trained for this work of educating.

2. The Normal School had a tendency to elevate and dignify the business of teaching, and place it among the honorable professions. It stood too low in the estimation of the mass.

3. Normal Schools were calculated to give tone to public sentiment, in regard to the common school; to give unanimity in regard to the appliances to be brought to bear in the system of common school education.

4. They might render essential service by being the great centres of information in relation to books, &c.

5. They were calculated to impress the teacher with the idea of the dignity of his calling, and to create in him a reverence for the human soul.

At the National Association twenty states were represented, including California. Mexico and the Canadas were also represented. The exercises were of a very interesting nature and the whole occasion was one of unusual importance to the cause of education. Such a meeting will be felt for good throughout the land. We are glad to learn that the Hon. JOHN D. PHILBRICK, of Boston, was elected President of the association for the ensuing year. This is a sufficient guaranty that it will continue a vigorous existence.

Of the American Institute of Instruction we shall speak in our next. **NORWICH**.—From the papers of this city we learn that the excellent school of Mr. Allen gave a very pleasant and highly creditable exhibition at the close of the last term. Nearly 2000 persons were present in Breed's Hall, and the exercises are spoken of in terms of the highest commendation. We know that our friend Allen's school is one of the very best in New England, and the training pupils receive under him, will prove of great service in after life.

At the close of the exercises Master Frank Norton, in behalf of the school, presented Mr. Allen with a beautiful silver goblet. Such an act is highly creditable to teacher and pupils,—indicative as it is of good feeling and good wishes.

Through the liberality of Henry Bill, Esq., several volumes were presented to pupils for excellence in spelling. Our friend Bill is doing a good thing in the right direction.

TEACHERS' INSTITUTES.—Institutes will be held in October and November as follows:

At GLASTENBURY, commencing Oct. 8th; at BRIDGEPORT, Oct. 15th; at NEW MILFORD, Oct. 22d; at CANTERBURY, Nov. 6th. The time and place for the New London County Institute has not yet been decided,—but due notice of both will be given. The meeting of the State Teachers' Association will be held in connection with the Institute at Bridgeport.

BOOK NOTICES.

INTRODUCTORY COURSE OF NATURAL PHILOSOPHY, for the use of Schools and Academies. Edited from Ganot's Popular Physics, by William G. Peck, M. A., New York: A. S. Barnes & Burr. 12 mo., 480 pp.

This book cannot fail of meeting a favorable reception. It is just such a work as is greatly needed in many of our schools, and we trust it will do much towards awakening a more deserved attention to the subjects of which it treats. It is beautifully printed and abounds in well executed illustrations. From the Table of Contents we give the following headings of the several chapters: I. Preliminary Principles and Mechanics of Solids: II. Mechanics of Liquids: III. Mechanics of Gases and Vapors: IV. Acoustics: V. Heat: VI. Optics: VII. Magnetism: VIII. Statical Electricity: IX. Dynamical Electricity: X. Electro Magnetism. The publishers are richly entitled to the thanks of teachers for the manner in which they have performed their part.

From the same publishers, Barnes & Burr, we have received a "**CLASS BOOK OF BOTANY**," being outlines of the structure, physiology, and classification of plants. With a Flora of all parts of the United States and Canada. By Alphonso Wood, A. M." This is an 8vo. of 175 pp., well printed and copiously illustrated. We commend it to teachers and pupils as a very valuable work.

NEW AMERICAN CYCLOPEDIA. The Messrs. Appleton have promptly issued the 10th volume of this truly great and valuable work. Thus far we believe it fully meets the most sanguine expectations of those who subscribed for it. About twenty-five copies are taken in our village and we believe all who take it are more than satisfied. We most heartily commend it as a work worthy a place in every school and family. It is an inexhaustible store-house of useful information. We shall be happy to procure it for any of our subscribers on as reasonable terms as possible. Vol. 10 ranges from Jer. to Mac.

EASY LESSONS IN MENTAL ARITHMETIC, upon the inductive method; adapted to the best mode of instruction in Primary Schools. By James S. Eaton, M. A. Boston: Brown & Taggard.

This is decidedly the prettiest primary arithmetic we have ever seen. In its general plan and arrangement, Mr. Eaton has shown his usual good sense and judgment, while the enterprising publishers have well performed their part, and now offer to the little folks a book that will make their eyes sparkle with delight. For beginners this must prove an excellent book.

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